

Newell School District Improvement Plan/Progress Report Form

Principle: 3 Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:22:03 Certified Child</u> A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individual with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3-21 inclusive, and to only those children under the age of 3 who are in need of prolonged assistance. A student listed on the child count as mentally retarded must be evaluated in the area of adaptive behavior to determine eligibility under Part B of the Individuals with Disabilities Education Act and to determine progress and the need for adult services. No adaptive behavior measure was completed in the most recent evaluation.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures evaluation/reevaluation meet the minimum requirement.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 1. All student will receive appropriate evaluations.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Needed evaluation will be determined based on information gathered from parent input, TAT process, referral information and prior services. What data will be given to SEP to verify this objective? Special education staff will review student files, report the number of files checked and state the percentage with appropriate evaluation.	May 30, 2005	Special Education Director and sped staff	Goal Met 6/2/05	(Filled in by SEP)

Please explain the data (6 month) One file did not contain Connors checklist for a child suspected of having ADHD. 26 of 27 files found in compliance-96%
Please explain the data (12 month)

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Principle: 3 Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:04.02 Determination of needed evaluation data</u> As part of an initial or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special education needs. Through interviews and file reviews the monitoring team determined parental input into the evaluation process is not consistently completed prior to the completion of the prior notice. Through file reviews and interviews, the monitoring team noted special education teachers telephone parents and discuss upcoming evaluations; however, the information was not included in the student file.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures parental input into the evaluation process meet the minimum requirement.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 2. Parental input will be obtained for each student evaluated.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

1. What will the district do to improve? A parent report form will be sent with all prior notice for evaluation. The information received will be considered by the team and filed in the student's special education file. What data will be given to SEP to verify this objective? Special education staff will review files, report the number of files reviewed and state the percentage with documentation of parental input for evaluation/reevaluation.	May 30, 2005	Special Education Director and sped staff	Not Met 6/2/05 Continue to monitor	Goal Met 2/15/06
Please explain the data (6 month) The parent report form was not included in the students' special education files. 18 of 27 files reviewed found in compliance- 66%				
Please explain the data (12 month) The parent report form is included in the student's special education file. 33 of 35 files reviewed found in compliance- 94%. Continue to monitor to ensure the form is included in the student's file.				

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Principle: 3 Appropriate Evaluation
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:25:04 Evaluation procedures</u> The evaluation team must consider a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provided by the parents. Through the review of twenty student records, the monitoring team found the district staff did not consistently complete functional assessment during the 25 day evaluation timeline and the information was not used to develop present levels of performance. During interviews, special education staff reported a lack of understanding concerning gathering and reporting functional assessment. As a result the students' present levels of performance, annual goals and short term instructional objectives did not link to evaluation.
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the use of functional assessment to develop present levels of performance and goals and objectives.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
3. Functional assessment will be completed within the 25 –day evaluation timelines.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Special education staff will attend an in-service on functional assessment. What data will be given to SEP to verify this objective? Copy of agenda, participants, presenter will be sent to SEP.	May 30, 2005	Special education director and sped staff	Goal Met 6/2/05	(Filled in by SEP)
Please explain the data (6 month) Training held on 4-8-05 Copy of agenda attached to this report.				
Please explain the data (12 month)				
2. What will the district do to improve? Functional assessment data will be included on the present level of performance statement. What data will be given to SEP to verify this objective? Special education staff will review files, report the number of files reviewed and state the percentage which include functional assessment in the present levels of performance.			Goal Met 6/2/05	
Please explain the data (6 month) One file had no functional assessment included on PLOP statement although info was shared with parent at IEP meeting. 26 of 27 files reviewed: info included on PLOP statement-96%				
Please explain the data (12 month)				

Newell School District Improvement Plan/Progress Report Form

Principle: 5 Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.01 IEP team

Each school district shall ensure that the IEP team for each student with disabilities includes the following members:

- Parents of the student
- At least one regular education teacher of the student
- At least one special education teacher of the student
- A representative of the school district who:
 1. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 2. Is knowledgeable about the general curriculum; and
 3. Is knowledgeable about the availability of resources of the school district;
- An individual who can interpret the instructional implications of evaluation results,
- Other individuals who have knowledge or special expertise regarding the student including related services personnel as appropriate;
- If appropriate, the student; and
- Transition services participants.

Through the review of twenty files, the monitoring team determined team membership did not include the appropriate team members. Administrators did not consistently attend, regular education teachers at the middle school and high school level did not consistently attend and agency representatives did not attend IEP meetings; there was not information available in the student file to indicate the district obtained information from the agency to share at the IEP meeting.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures IEP team membership meet the minimum requirement.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

1. All IEP meetings will have the required membership present.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? An administrator will attend IEP meetings. What data will be given to SEP to verify this objective? Special education staff will review student files, report the number of files reviewed and state the percentage which include an administrator attending meetings.	May 30, 2005	Special education director and sped staff	Goal Met 6/2/05	(Filled in by SEP)
Please explain the data (6 month) An administrator was present at IEP meetings. 27 of 27 files reviewed had administrator present at IEP meeting-100%				
Please explain the data (12 month)				
2. What will the district do to improve? Provide training for general education staff and administrators on IEP process and requirements. What data will be given to SEP to verify this objective? Copy of agenda, participants, and presenter will be sent to SEP.			Goal Met 6/2/05	
Please explain the data (6 month) General ed staff was apprised of requirements via staff meetings. It was not a separate item on the agenda for the meetings. 27 of 27 files had general educators at meeting-100%				
Please explain the data (12 month)				

Principle: 5 Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:27:01.03 Content of IEP</u> Functional assessment and transition information must be used to develop the present levels of performance and must be linked to the annual goals and short term objectives. The location of the related services and the person responsible for providing special education and related services were not documented on the student IEP.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures functional and transition assessment information must be used to develop the IEP and ensures documentation of the location of related services and person responsible for providing special education and related services.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 2. Functional and transition assessment information will be used to develop the IEP.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Staff will complete functional and transition assessment for all students prior to age 14. What data will be given to SEP to verify this objective? Special education staff will review files, report the number of files reviewed and state the percentage completed using functional and transition assessment information.	May 30, 2005	Special education director and sped staff	Goal Met 6/2/05	(Filled in by SEP)
Please explain the data (6 month) One file did not include the information on the IEP/PLOP statement. 26 of 27 files reviewed had info included with IEP-96%				
Please explain the data (12 month)				

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Principle: 5 Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures functional and transition assessment information must be used to develop the IEP and ensures documentation of the location of related services and person responsible for providing special education and related services.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 3. The location of related services and the person responsible for providing special education and related services will be included on the IEP form.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Location of related services will be documented on the related services page of the IEP. What data will be given to SEP to verify this objective? Special education staff will review files, report the number of files reviewed and state the percentage that includes documentation of location of related services.	May 30, 2005	Special education director and sped staff	Goal Met 6/2/05	(Filled in by SEP)
Please explain the data (6 month) Computer program is now conducive for completing this section according to requirements. 27 of 27 files reviewed included the location of services-100%				
Please explain the data (12 month)				

6 month reporting date 11/02/05
 12 month reporting date 02/02/06 Received 02/15/06
 Closed 2/15/06

<p>2. What will the district do to improve? Person responsible for providing services will be recorded on the IEP form. What data will be given to SEP to verify this objective? Special education staff will review files, report the number of files reviewed and state the percentage which include the person responsible for providing services.</p>			<p>Goal Met 6/2/05</p>	
<p>Please explain the data (6 month) Computer program is now conducive for completing this section according to requirements. 27 of 27 files reviewed included name of service provider-100%</p>				
<p>Please explain the data (12 month)</p>				